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ABSTRACT

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. The citations were selected upon consultation with researchers at the National Center for Effective Secondary Schools and other universities and educational research institutions. (SI)

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BIBLIOGRAPHY OF RESEARCH RELATED TO
SECONDARY EDUCATION

SPRING, 1989

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Clearinghouse Services

The Center includes a Clearinghouse, which provides an evolving bibliography, research syntheses on topics relevant to effective secondary schools, and, as resources permit, selective searches of the Center's bibliographic data base upon request. The general bibliography contains about 350 references on such topics as organizational remedies, class size, governance and organizational reform, grouping, school climate, school improvement programs, curriculum remedies, at-risk students and higher order thinking. Single copies are available upon request from the Clearinghouse. Research syntheses are available at cost (see enclosed sheet). For more information, contact Madge Klais, Reference Coordinator, Clearinghouse, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

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In the Fall and Spring of each year, the Center publishes a newsletter that offers analyses of substantive issues, also a resource bulletin on practical topics. To be placed on the mailing list to receive these publications free of charge, please contact Anne Turnbaugh Lockwood, Dissemination Coordinator, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

BIBLIOGRAPHY OF RESEARCH RELATED TO SECONDARY EDUCATION

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: a category for references of general interest, another for reform strategies designed to promote academic achievement, and a third for literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. These citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the Spring and Fall, and is subject to continual review and revision. Each citation also includes an ERIC access number, if available, at the end. The Center welcomes suggestions for additions and revisions. The Clearinghouse for the Center maintains a database of abstracts of all items on the bibliography and a listing of specific thematic editions of periodicals important in the field of education. These abstracts and database searches are available on request. Please contact: Madge Klais, Reference Coordinator (608-263-7575).

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3. GOVERNANCE AND ORGANIZATIONAL REFORM

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c. INCREASED TEACHER DECISION-MAKING:

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4. GROUPING

a. TRADITIONAL AND NON-TRADITIONAL GROUPING STRATEGIES (includes ability grouping, tracking, non-graded programs, task grouping):

Alexander, K. L., & Cook, M. A. (1982). Curricula and coursework: A surprise ending to a familiar story. American Sociological Review, 47, 626-640.

Gamoran, A. (1987). The stratification of high school learning opportunities. Sociology of Education, 60(3), 135-155.

Gamoran, A. (1989). Measuring curriculum differentiation. American Journal of Education, 97(2), 129-143.

Gamoran, A., & Berends, M. (1986). The effects of stratification in secondary schools: Synthesis of survey and ethnographic research. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin.

Gamoran, A., & Mare, R. D. (1989). Secondary school tracking and educational inequality: Compensation, reinforcement, or neutrality? American Journal of Sociology, 94(5), 1146-1183.

Kulik, C., & Kulik, J. (1982). Effects of ability grouping on secondary school students: A meta-analysis of evaluation findings. American Educational Research Journal, 19(3), 415-428.

Lee, V. E., & Bryk, A. S. Curriculum tracking as mediating the social distribution of high school achievement. Sociology of Education, 61(2), 78-94.

Oakes, J. (1985). Keeping track: How schools structure inequality. New Haven, CT: Yale University Press. (ED 274 749)

Shavit, Y., & Featherman, D. L. Schooling, tracking, and teenage intelligence. (1988). Sociology of Education, 61(1), 42-51.

Slavin, R. E. (1988). Synthesis of research on grouping in elementary and secondary schools. Educational Leadership, 67-77.

Webb, N. M. (1982). Student interaction and learning in small groups. Review of Educational Research, 52(3), 421-445.

b. TUTORING:

Hedin, D. (1987). Students as teachers: A tool for improving school climate and productivity. Social Policy, 17(3), 42-47.

5. SCHOOL CLIMATE

a. GENERAL REFERENCES

Anderson, C. S. (1982). The search for school climate: A review of the research. Review of Educational Research, 52(3), 368-420.

Anderson, C. S. (1985). The investigation of school climate. In G. R. Austen & H. Garber (Eds.), Research on exemplary schools (pp. 97-126). New York: Academic Press.

Bryk, A., & Driscoll, M. W. (1988). The high school as community: Contextual influences and consequences for students and teachers. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin-Madison.

Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. Educational Evaluation and Policy Analysis, 10(4), 285-299.

Gottfredson, G. D., & Gottfredson, D. C. (1987). Using organization development to improve school climate. Baltimore, MD: Center for Research on Elementary and Middle Schools, Johns Hopkins University.

- Gottfredson, D. C., Hybl, L. G., Gottfredson, G. D., & Casteneda, R. P. (1986). School climate assessment instruments: A review. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins University.
- Lipsitz, J. (1984). Successful schools for young adolescents. New Brunswick, NJ: Transaction Books.
- Pallas, A. M. (1988). School climate in American high schools. Teachers College Record, 89(4), 541-554.
- Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. Elementary School Journal, 83(4), 427-452. (EJ 281 542)
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.
- Zirkel, P. A., & Greenwood, S. C. (1987). Effective schools and effective principals: Effective research? Teachers College Record, 89(2), 255-267.

b. STUDENT DISCIPLINE AND RESPONSIBILITY:

- Gaddy, G. D. (1988). High school order and academic achievement. American Journal of Education, 496-518.
- Grant, G. (1981). The character of education and the education of character. Daedalus, 110(3), 135-149.
- Grossnickle, D. R., & Sesko, F. P. (1985). Promoting effective discipline in school and classroom: A practitioner's perspective. Reston, VA: National Association of Secondary School Principals. (ED 266 550)
- Newmann, F. M. (1981). Reducing student alienation in high schools: Implications of theory. Harvard Educational Review, 51(4), 546-564. (EJ 254 662)
- Reitz, R. J., & Fink, A. H. (Eds.). (1984-1985). Discipline (Hot Topics Series No. 8). Bloomington, IN: Phi Delta Kappan.
- Sacken, D. M. (1989). Due process and democracy: Participation in school disciplinary processes. Urban Education, 23(4), 323-347.

6. SCHOOL IMPROVEMENT PROGRAMS:

- Anderson, B., & Odden, A. (1986). State initiatives can foster school improvement. Phi Delta Kappan, 67(8), 578-581.
- Berman, P. (1984). Improving school improvement: A policy evaluation of the California School Improvement Program (Executive Summary and Recommendations). Berkeley, CA: Berman, Weiler, and Associates.
- Darling-Hammond, L., & Wise, A. E. (1985). Beyond standardization: State standards and school improvement. The Elementary School Journal, 85(3), 315-336. (EJ 315 741)
- Grobe, R. P., Andrew, J. P., Adkins, D. G., & Arrasmith, D. G. (1984). Developing a school improvement plan: Integrating a large assessment system with instruction. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana. (ED 254 953)
- Hall, G. E., & Hord, S. M. (1987). Change in schools: Facilitating the process. Albany: SUNY Press.
- Lieberman, A. (Ed.). (1987). Rethinking school improvement: Research, craft, and concept. New York: Teachers College Press.
- Marsh, D. D., & Bowman, G. A. (1988). State-initiated top-down versus bottom-up reform in secondary school. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin-Madison.
- Odden, A., & Marsh, D. (1988). How comprehensive reform legislation can improve secondary schools. Phi Delta Kappan, 69(8), 593-598.
- Presseisen, B. Z. (1985). Unlearned lessons: Current and past reforms for school improvement. Philadelphia, PA: Falmer Press.
- Purkey, S. C., Rutter, R. A., & Newmann, F. M. (1986-87). United States high school improvement programs: A profile from the high school and beyond supplemental survey. Metropolitan Education, No. 3, 59-91.

C. CURRICULUM REMEDIES

1. COMMUNITY SERVICE:

Conrad, D., & Hedin, D. (1981). National assessment of experiential education: Summary and implications. Journal of Experiential Education, 4(2), 6-20. (EJ 260 255)

Newmann, F. M., & Rutter, R. A. (1986). A profile of high school community service programs. Educational Leadership, 43(4), 64-71.

Harrison, C. H. (1987). Student service. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

2. COOPERATIVE LEARNING:

Cooperative learning. (1986). The Harvard Education Letter, 2(5), 4-6.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1984). Circles of learning: Cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development. (ED 241 516)

Johnson, D. W., Maryuyama, G., Johnson, R., Nelson, D., & Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. Psychological Bulletin, 89(1), 47-62. (EJ 254 134)

Johnson, D. W., & Johnson, R. (1985). The internal dynamics of coop-learning groups. In R. E. Slavin et al., Learning to cooperate, cooperating to learn. New York: Plenum.

Newmann, F. M., & Thompson, J. A. (1987). Effects of cooperative learning on achievement in secondary schools: A summary of research. Madison, WI: National Center on Effective Secondary Schools.

Parker, R. E. (1985). Small group cooperative learning: Improving academic, social gains in the classroom. NASSP Bulletin, 69(479), 48-55.

Sharan, S. (1980). Cooperative learning in small groups: Recent methods and effects on achievement, attitudes, and ethnic relations. Review of Educational Research, 50, 241-271.

Slavin, R. E. (1983). When docs cooperative learning increase student achievement? Psychology Bulletin, 94(3), 429-455.

Slavin, R. E. (1985). Cooperative learning. New York: Plenum.

3. CORE CURRICULUM.

Adler, M. J. (1982). The Paideia proposal: An educational manifesto. New York: Macmillan.

Boyer, E. L. (1983). High school: A report on secondary education in America. New York: Harper and Row. (EJ 242 227)

California State Board of Education. (1985). Model curriculum standards: Grades nine through twelve. Sacramento, CA: California State Department of Education. (ED 252 891)

Goodlad, J. I. (1986). A new look at an old idea: Core curriculum. Educational Leadership, 44(4), 8-16. (EJ 347 084)

Hirsch, E. D., Jr. (1987). Cultural literacy: What every American needs to know. Boston: Houghton-Mifflin.

Lazerson, M. et al. (1985). An education of value: The purposes and practices of schools. New York: Cambridge University Press.

Newmann, F. M. (1988). Can depth replace coverage in the high school curriculum? Phi Delta Kappan, 69(5), 345-348.

Roberts, A. D., & Cawelti, G. (1984). Redefining general education in the American high school. Washington, DC: Association for Supervision and Curriculum Development. (ED 248 604)

Westbury, I. (1988). How should we be judging the American high school? Journal of Curriculum Studies, 20(4), 291-315.

4. DIRECT INSTRUCTION:

Good, T. L., & Grouws, D. A. (1979). The Missouri mathematics effectiveness project. Journal of Educational Psychology, 71, 355-382. (EJ 208 799)

Rosenshine, B. V. (1979). Consent, time and direct instruction. In P. Peterson & H. Walberg, Research on teaching, concepts, findings, and the implications (pp. 28-56). Berkeley, CA: McCutchan.

Strother, D. B. (1984). Another look at Time-on-Task. Phi Delta Kappan, 65(10), 714-717.

5. EXPERIENTIAL LEARNING:

Conrad, D., & Hedin, D. (1982). The impact of experiential education on adolescent development. In D. Conrad & D. Hedin (Eds.), Youth participation and experiential education (pp. 57-76). New York: Haworth Press.

Hamilton, S. F. (1980). Experiential learning programs for youth. American Journal of Education, 88(2), 179-214. (EJ 228 505)

Hamilton, S. F. (1981). Adolescents in community settings. Theory and Research in Social Education, 9(2), 23-38. (EJ 252 886)

Moore, D. (1981). Discovery of the pedagogy of experience. Harvard Educational Review, 51, 286-300. (EJ 249 550)

6. INCREASED GRADUATION REQUIREMENTS:

Clune, W. H., with White, P., & Patterson, J. (1989). The implementation and effects of high school graduation requirements: First steps toward curricular reform. New Brunswick, NJ; Center for Policy Research in Education, Rutgers, The State University of New Jersey.

McDill, E. L., Natriello, G., & Pallas, A. M. (1985). Raising standards and retaining students: The impact of the reform recommendations on potential dropouts (Report No. 358). Baltimore, MD: Center for Social Organization of Schools, The Johns Hopkins University. (ED 257 032)

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: Department of Education. (ED 226 006)

7. INTENSIFICATION OF ACADEMICS

a. INCLUSION OF DEPTH CONTENT IN COURSES:

College Entrance Examination Board. (1983-1986). Academic preparation for college: Teaching for transition from high school to college (Vol. 1-6). New York: College Board Publications.

Newmann, F. M. (1988). Can depth replace coverage in the high school curriculum? Phi Delta Kappan, 69(5), 345-348.

Sizer, T. S. (1984). Horace's compromise: The dilemma of the American high school. Boston, MA: Houghton-Mifflin.

Smith, M. S. (1984). Educational improvements which make a difference: Thoughts about the recent national reports on education. Paper presented at a Science and Public Policy Seminar sponsored by the Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC.

b. INTERNATIONAL BACCALAUREATE PROGRAM:

Fox, E. (1985). International schools and the International Baccalaureate. Harvard Educational Review, 55(1), 53-68.

Renaud, G. (1974). Experimental period of the International Baccalaureate: Objectives and results. Experiments and Innovations in Education No. 14. Paris: The Unesco Press and the International Bureau of Education. (ED 112 732)

c. ADVANCED PLACEMENT PROGRAMS:

Cassery, P. L. (1986). Advanced placement revisited (College Board Report No. 86-6, ETS Research Report No. 86-35). New York: College Board Publications.

Advanced Placement Program, The College Board. (1986). AP yearbook 1986. New York: Advanced Placement Program, The College Entrance Examination Board.

Williams, L. C., Gordon, C. H., & Austin, G. R. (1986). Review of the Advanced Placement Program in Anne Arundel County Public Schools. College Park, MD: Center for Educational Research and Development, University of Maryland.

Willingham, W. W., & Morris, M. (1986). Four years later: A longitudinal study of Advanced Placement students in college (College Board Report No. 86-2, ETS Research Report No. 85-46). New York: College Board Publications.

8. WRITING ACROSS THE CURRICULUM

Applebee, A. N. (1981). Writing in the secondary school. Urbana, IL: National Council of Teachers of English. (ED 197 347)

Applebee, A. N., Langer, J. A., & Mullis, I. V. S. (1986). The writing report card: Writing achievement in American schools. Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service.

Fulwiler, T., & Young, A. (Eds). (1982). Language connections: Writing and reading across the curriculum. Urbana, IL: National Council of Teachers of English.

Langer, J. A., & Applebee, A. N. (1987). How writing shapes thinking. Urbana, IL: National Council of Teachers of English.

Swanson-Owens, D. (1986). Identifying natural sources of resistance: A case study of implementing writing across the curriculum. Research in the Teaching of English, 20(1), 69-97.

9. MAJOR CONTENT CHANGES IN SPECIFIC SUBJECT AREAS:

Applebee, A. N. (1981). Writing in the secondary school. Urbana, IL: NCTE. (ED 197 347)

Hirsch, E. D. (1987). Cultural literacy: What every American needs to know. Boston: Houghton Mifflin.

Newmann, F. M. (1985). Educational Reform and social studies: Implications of six reports. (Report prepared for the ERIC Clearinghouse for Social Studies/Social Education.) Boulder, CO: Social Science Education Consortium, Inc. (ED 252 489)

Shymansky, J. A., Kyle, W. C., Jr., & Alport, J. M. (1983). The effects of the new science curricula on student performance. Journal of Research in Science Teaching, 20, 387-404.

Walker, D. F., & Schaffarzick, J. (1974). Comparing curriculum. Review of Educational Research, 44, 83-111.

D. STAFF TRAINING

1. GENERAL REFERENCES:

Fitzpatrick, K., & Charters, W. W. Jr. (1986). A study of staff development practices and organizational conditions related to instructional improvement in secondary schools. Eugene, OR: Center for Educational Policy and Management, College of Education, University of Oregon.

2. INSERVICE: CONTENT-RELATED PROGRAMS:

Armento, B. J. (1986). Research on teaching social studies. In M. C. Wittrock (Ed.), Handbook of research on teaching (pp. 942-951). New York: Macmillan.

Begle, E. C. (1973). Some lessons learned by SMSG. Mathematics Teacher, 66, 207-214.

Druva, C. A., & Anderson, R. D. (1983). Science teacher characteristics by teacher behaviors and by student outcome: A meta-analysis of research. Journal of Research in Science Teaching, 20, 467-479.

3. INSERVICE: INSTRUCTIONAL TECHNIQUES:

Acheson, K., & Gall, M. (1987). Techniques in the clinical supervision of teachers: Preservice and inservice applications (2nd ed.). New York: Longman.

Glickman, C. (1985). Supervision of instruction: A developmental approach. Boston: Allyn & Bacon.

Harris, B. (1981). Improving staff performance through inservice education. Boston: Allyn & Bacon.

McLaughlin, M. W., & Marsh, D. D. (1978). Staff development and school change. Teachers College Record 80(1), 69-94.

4. PRINCIPAL LEADERSHIP TRAINING:

- Bossert, S. T., Dwyer, D. C., Rowan, B., & Lee, G. V. (1982). The instructional management role of the principal. Educational Administration Quarterly, 18(3), 34-64. (EJ 268 214)
- Cuban, L. (1988). The managerial imperative and the practice of leadership in schools. Albany, NY: SUNY Press.
- Keefe, J. W., & Jenkins, J. M. (1984). Instructional leadership handbook. Reston, VA: National Association of Secondary School Principals. (ED 202 120)
- Kelley, E. A. (1980). Improving school climate: Leadership techniques for principals. Reston, VA: National Association of Secondary School Principals. (ED 202 120)
- Murphy, J. (1988). Methodological, measurement, and conceptual problems in the study of instructional leadership. Educational Evaluation and Policy Analysis, 10(2), 117-139.
- Peterson, K. D. (1989). Secondary principals and instructional leadership: Complexities in a diverse role. Madison, WI: National Center on Effective Secondary Schools.
- Pitner, N. J. (1982). Training of the school administrator. Eugene, OR: Center for Educational Policy and Management, University of Oregon. (ED 214 253)
- Rossmiller, R. A. (1986). Some contemporary trends and their implications for the preparation of educational administrators. The University Council for Educational Administration Review, 27(1), 2-3.
- Sweeney, J. (1982). Research synthesis on effective school leadership. Educational Leadership, 39(5), 346-352.
- Zirkei, P. A., & Greenwood, S. C. (1987). Effective schools and effective principals: Effective research? Teachers College Record, 89(2), 255-267.

5. TEACHERS' EXPECTATIONS AND BEHAVIOR:

Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York: Longman.

Brophy, J. E. (1983). Research on the self-fulfilling prophecy and teacher expectations. Journal of Educational Psychology, 75(5), 631-661. (EJ 292 503)

Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 328-375). New York: Macmillan.

Good, T. L. (1982). How teachers' expectations affect results. American Education, 18(10), 25-32. (EJ 273 938)

Stevenson, R. B. (1987). Staff development for effective secondary schools: A synthesis of research. Teaching and Teacher Education, 3(3), 233-248.

E. TESTING AND EVALUATION STRATEGIES

1. GENERAL REFERENCES:

Archbald, D., & Newmann, F. M. (1988). Beyond standardized testing: Assessing authentic achievement in the secondary school. Reston, VA: National Association of Secondary School Principals.

Frederiksen, N. (1984). The real test bias: Influences of testing on teaching and learning. American Psychologist, 39(3), 192-202.

National Academy of Education Study Group. (1987). The nation's report card: Improving assessment of student achievement. Cambridge, MA: National Academy of Education.

Natriello, G. (1987). Evaluation processes in schools and classrooms. Baltimore, MD: Center for Research on Elementary and Middle Schools.

Resnick, D. P., & Resnick, L. B. (1985). Standards, curriculum, and performance: A historical and comparative perspective. Educational Researcher, 14(4), 5-21.

2. EVALUATION OF STUDENT PERFORMANCE

a. CRITERION REFERENCE TESTING:

Carlson, S. B. (1985). Creative classroom testing. Princetor., N.J.: Educational Testing Service.

Department of Education and Science (DES). Department of Education for Northern Island, Welsh Office. Assessment of Performance Unit. (1982). Science in schools: Age 15: Report No. 1. London, UK: Her Majesty's Stationery Office.

Fielding, G. D., & Schalock, H. D. (1985). Integrating teaching and testing: A handbook for high school teachers. Monmouth, OR: Teaching Research Division, Oregon State System of Higher Education. (ED 257 821)

National Association of Secondary School Principals. (1976). Competency tests and graduation requirements. Reston, VA: Author. (ED 126 160)

b. MULTIPLE INDICATORS:

Alverno College Faculty. (1979). Assessment at Alverno College. Milwaukee, WI: Alverno College. (ED 177 928)

Burgess, T., & Adams, E. (1980). Outcomes of education. New York: MacMillan.

Calfee, R. (1988). Indicators of literacy. Santa Monica, CA: Rand Corporation.

Quinto, F., & McKenna, B. (1977). Alternatives to standardized testing. Washington, D.C.: National Education Association. (ED 190 591)

c. STANDARDIZED TESTING:

Jaeger, R. M., & Title, C. K. (Eds.). (1980). Minimal competency achievement testing. Berkeley, CA: McCutchan.

Lerner, B. (1987). A national census of educational quality--What is needed? NASSP Bulletin, 71(497). 42-60.

Postlethwaite, T. N. (1986). The use of standardized tests in secondary schools in four European countries. Madison, WI: Center on Effective Secondary Schools, University of Wisconsin.

d. WRITING ASSESSMENT:

Diederich, P. B. (1974). Measuring growth in English. Urbana, IL: National Council of Teachers of English. (ED 097 702)

Faigley, L. et al. (1985). Assessing writers' knowledge and processes of composition. Norwood, NJ: Ablex Publishing.

Greenberg, K. L., Wiener, H. S., & Donovan, R. A. (1986). Writing assessment: Issues and strategies. New York: Longman.

Hillocks, G., Jr. (1987). Synthesis of research on teaching writing. Educational Leadership, 44(8), 71-82.

Hogan, T., & Mishler, C. (1979). Judging the quality of students' writing: When and how. The Elementary School Journal, 79, 142-146. (EJ 201 810)

3. EVALUATION OF SCHOOL PROGRAMS:

Cooley, W. W., & Bickel, W. E. (1986). Decision-oriented educational research. Boston: Kluwer-Nijhoff.

Gottfredson, D. C., Hybl, L. G., Gottfredson, G. D., & Casteneda, R. P. (1986). School climate assessment instruments: A review. Baltimore, MD: Center on Social Organization of Schools, Johns Hopkins University.

Lazarus, M. (1982). Evaluating educational programs. Arlington, VA: American Association of School Administrators. (ED 226 414)

Madaus, G. F., Airasian, P. W., & Kellaghan, T. (1980). Strategies and analytic procedures in investigating school effectiveness. In School effectiveness: A reassessment of the evidence (pp. 111-171). New York: McGraw-Hill.

III. NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS PROJECTS

A. ADOLESCENCE PROJECT

1. GENERAL REFERENCES

Becker, H. J. (1987). Addressing the needs of different groups of early adolescents. Baltimore, MD: Center for Research on Elementary and Middle Schools.

Hanson, S. L., & Ginsburg, A. L. (1988). Gaining ground: Values and high school success. American Educational Research Journal, 25(3), 334-365.

Steinberg, L., Brown, B. B., Cider, M., Kaczmarek, N., & Lazzaro, C. (1988). Noninstructional influences on high school student achievement: The contributions of parents, peers, extracurricular activities, and part-time work. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin-Madison.

2. ADOLESCENT DEVELOPMENT

a. PEER INFLUENCES:

Biddle, B. J., Bank, B. J., & Marlin, M. M. (1980). Parental and peer influence on adolescents. Social Forces, 58(4), 1057-1079.

Cohen, J. (1983). Peer influence on college aspirations with initial aspirations controlled. American Sociological Review, 48(5), 728-734.

Davies, M., & Kandel, D. B. (1981). Parental and peer influence on adolescents' educational plans: Some further evidence. American Journal of Sociology, 87(2), 363-387.

Epstein, J. L. (1983). The influence of friends on achievement and affective outcomes. In J. L. Epstein & N. Karweit (Eds.), Friends in school: Patterns of selection and influence in secondary schools (pp. 177-200). New York: Academic Press.

Ide, J. K., Parkerson, J., Haertel, G. D., & Walberg, H. J. (1981). Peer group influence on educational outcomes: A quantitative synthesis. Journal of Educational Psychology, 73(4), 472-484.

Natriello, G., & McDill, E. L. (1986). Performance standards, student effort on homework, and academic achievement. Sociology of Education, 59(1), 18-31.

b. EXTRACURRICULAR INFLUENCES:

Otto, L. B. (1982). Extracurricular activities. In H. J. Walberg (Ed.), Improving educational standards and productivity (pp. 217-233). Berkeley, CA: McCutchan.

Waxman, H. C., & Sulton, L. D. (1984). Evaluating effects of nonclass experiences on students' educational aspirations and academic achievement. Psychological Reports, 54(7), 619-622.

c. FAMILY INFLUENCES:

Baker, D. P., & Stevenson, D. L. (1986). Mothers' strategies for children's achievement: Managing the transition to high school. Sociology of Education, 59(3), 156-166. (EJ 340 568)

Epstein, J. L. (1985). Home and school connections in schools for the future: Implications of research on parent involvement. Peabody Journal of Education, 62, 18-41. (EJ 328 877)

Keith, T. Z., Reimers, T. M., Fehrmann, P. G., Pottebaum, S. M., & Aubey, L. W. (1986). Parental involvement, homework, and tv time: Direct and indirect effects on high school achievement. Journal of Educational Psychology, 78, 373-380. (EJ 342 042)

Milne, A. M., Myers, D. E., Rosenthal, A. S., & Ginsburg, A. (1986). Single parents, working mothers, and the educational achievement of school children. Sociology of Education, 59, 125-139. (EJ 340 565)

Spence, J. T. (Ed.). (1984). Achievement and achievement motives. San Francisco: W. H. Freeman & Co.

3. STUDENT EMPLOYMENT:

D'Amico, R. (1984). Does employment in high school impair academic progress? Sociology of Education, 57(3), 152-164. (EJ 312 832)

- Finch, M. D., & Mortimer, J. T. (1985). Adolescent work hours and the process of achievement. In Alan C. Kerchoff (Ed.), Research in Sociology of Education, 5, 171-196.
- Greenberger, E., & Steinberg, L. (1986). When teenagers work: The psychological and social costs of adolescent employment. New York: Basic Books.
- Hamilton, S. F. (1987). Apprenticeship as a transition to adulthood in West Germany. American Journal of Education, 95(2), 314-345. (EJ 350 230)
- McNeil, L. M. (1984). Lowering expectations: The impact of student employment on classroom knowledge. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin. (ED 242 941)
- Steinberg, L. D. (1982). Jumping off the work experience bandwagon. Journal of Youth and Adolescence, 2(3), 183-205.

B. AT-RISK STUDENT PROJECT

1. GENERAL REFERENCES:

- Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. Anthropology and Education Quarterly, 18, 335-356.
- Gibson, M. A. (1982). Reputation and respectability: How competing cultural systems affect students' performance in school. Anthropology and Education Quarterly, 13(1), 3-27. (EJ 263 910)
- Howe, H., II., & Edelman, M. W. (1985). Barriers to excellence: Our children at risk. Boston: National Coalition on Advocates for Students.
- Wehlage, G. G. (1986). At-risk students and the need for high school reform. Education, 107(1), 18-28.
- Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N. L., & Fernandez, R. R. (1989). Reducing the risk: Schools as communities of support. PA: Falmer Press.

2. DROPOUTS:

- Alexander, K. L., Natriello, G., & Pallas, A. M. (1986). For whom the school bell tolls. The impact of dropping out on cognitive performance. Baltimore, MD: Center for Social Organization of Schools. (ED 253 842)
- Bryk, A. S., & Thum, Y. M. (1989). The effects of high school organization on dropping out: An exploratory investigation. New Brunswick, NJ: Center for Policy Research in Education, Rutgers, The State University of New Jersey.
- Catterall, J. S. (1987). On the social costs of dropping out of school. The High School Journal, 71(1), 19-30.
- Center on Evaluation, Development, Research. (1987). Dropouts, pushouts, and other casualties. Bloomington, Indiana: Phi Delta Kappa.
- Combs, J., & Cooley, M. W. (1968). Dropouts: In high school and after school. American Educational Research Journal, 5(3), 343-363.
- Earle, J., Roach, V., & Fraser, K. (1987). Female dropouts: A new perspective. Alexandria, VA: National Association of State Boards of Education.
- Howard, M. P., & Anderson, R. J. (1978). Early identification of potential school dropouts: A literature review. Child Welfare, 57(4), 221-231. (EJ 178 128)
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